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National Academy of Public Administration
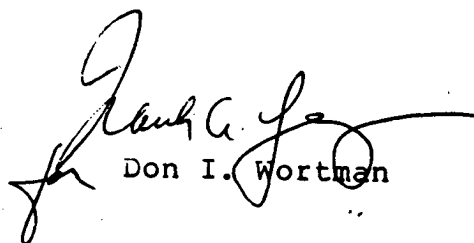Chartered by Congress

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May 6, 1988

STAT

Director, Planning and Policy Office
Intelligence Community Staff

Dear Dick,

Enclosed are ten copies of the information requests for several objectives in the study workplan. Included are the requests for the training and career development, staffing, security, future workforce, future mission, and uniqueness critieria objectives. The data request for the equal employment opportunity and compensation and benefits objectives will be provided shortly.

Unless an earlier date is indicated on the specific request, the information is requested by June 1.

Don I. Wortman

Enclosure: As stated

INTELLIGENCE COMMUNITY INFORMATION REQUEST

TRAINING AND CAREER DEVELOPMENT

General: You are requested to provide descriptive and quantitative data in writing on your organization's training and career development programs and related activities, as specified below, as well as the organization's views as to their quality and adequacy. You may add items, provided they address the specific requests and use the provided formatted schedules for quantitative data. One purpose of this inquiry is to compare programs in terms of scale of effort, and it is necessary to have comparable data in order to accomplish this.

Specific requests:

1)   Describe your policies, objectives and programs for training and retraining of civilian, permanent, fulltime personnel. Organization views as to the quality and adequacy of these programs are requested. Quantitative data on the training/retraining program are requested using the format set out in Schedule A.

2)   Describe your policies, objectives, program and activities (other than training) related to career development (such as aptitude and preference testing, career counselling, and developmental assignments, as well as usage of information manuals or handbooks). Organization views as to the quality and adequacy of career development programs and activities are requested.

3)   Describe how your training and career development programs are linked or related. If the programs for some groups of employees (different grades, different units within the organization, or different occupational groups) are tied more closely or differently than others, please identify and explain. Each organization is also asked to identify the resources devoted to training using the format in Schedule B. Views as to the adequacy of resources are requested.

4)   Describe whether you have planning processes or mechanisms related to training and career development, as follows:

    a.   A long range training plan and whether/how the plan is linked to agency missions.

    b.   A long range workforce plan and whether/how the plan is linked to training and career development.

    c.   Succession planning and whether/how the process is linked to training and career development.

SCHEDULE A

_____
(Organization)

TRAINING RECEIVED BY EMPLOYEES DURING FY 198/

	Number of Enrollments	Time Spent in Training[2]	Average Days in Training Per Employee[3]	Costs[4]
Total				
Subtotal, training conducted inside the organization[5]				
Subtotal, training conducted outside the organization				
Subtotal, management and supervisory trainees				
Subtotal, executive development training				
Subtotal, mandated skills training[6]				
Subtotal, training not in other subtotals				

1/ If available, submit similar reports covering FY 1977 and FY 1982.

2/ Days or years; 230 days equate to one year. For part-time training, double the time spent in classroom instruction and convert to days using the standing eight-hour workday.

3/ Divide organization workyears during fiscal year by total time spent in training.

4/ Dollars in thousands; use budget figures.

5/ Include only formal courses; do not include on-the-job training.

6/ Training which is required before an employee can perform the duties of a position or advance in grade.

SCHEDULE B

_____
(Organization)

RESOURCES DEVOTED TO TRAINING AND CAREER DEVELOPMENT DURING FY 1987[1]

	Total Staff Years	Staff Years per 100 Employees
Staff assigned to training and career development activities		

1/ Submit if available reports for
    FY 1977 and FY 1982

INTELLIGENCE COMMUNITY INFORMATION REQUEST

STAFFING

Critical Skill Shortages and Retention.

1. Identify your agency's five most critical skill occupations. Provide staffing levels (EOY authorized and assigned) for the last 5 years. Discuss any significant vacancy problems and indicate how such problems were addressed/resolved.

2. Provide attrition data for the critical skills identified for the past 5 fiscal years. Show attrition for each skill by grade and by years of service (0-2, 2-5, 5-10, over 10). Identify any significant concerns/problems relating to attrition in these skills. Provide data as available on reasons for attrition (e.g. higher paying job, better benefits, desire to change geographic location, accompany spouse, retirement, etc.) and where they go (e.g. industry, other government, self-employment, etc.).

3. Discuss hiring strategies and success/failure in meeting critical skill hiring goals. Identify any specific problems in recruiting. Describe any alternative hiring to offset critical skill shortfalls.

4. Identify your main recruitment sources for critical skill occupations and assess availability/relative size of recruitment pools for these skills. Discuss your capability to meet your projected critical skill hiring requirements.

5. Describe any incentives used to attract and hire critical skill people (e.g. special salary scales, travel and transportation allowances, educational sponsorship, etc.).

6. Identify major problems of competition in the market place (i.e. private sector, other government agencies, etc.) Assess your agency's competitive status for critical skill hires - provide some quantitative MEASURES for this assessment, if possible.

7. Describe any cooperative efforts with other Intelligence Community agencies as regards hiring.

8. What is the impact of pre-employment processing requirements on your hiring program, especially for critical skill occupations? Consider such matters as extended processing time, security and medical processing requirements, delay in offer of employment, etc. (Note: Specific figures on the time required for security clearances are not necessary. This data is requested in the Personnel Security Information Request.)

Intelligence Community Information Request - Staffing (continued)

9.   Provide any available data on cost per hire and other costs (formal and on-the-job training, etc.) to bring newly hired critical skill employees to an acceptable performance level.

10.   Identify and describe your agency's quality measure for each of your critical skill hires. Describe, in general terms, the relative quality of critical skill personnel you have lost through attrition.

11.   Compare the quality of your critical skill hires, if possible, to the quality of comparable hires in the private sector. (Use such measures as GPA, best schools, top 10% of class, etc.) Identify, if known, the principal reasons for declinations.

12.   Identify any major staffing problems not previously covered and provide specifics as to cause and effect. (Problems may relate to occupations other than the previously identified critical skills and to other staffing matters such as field staffing.)

13.   Do you anticipate any requirements for new or significantly changed skills considered mission critical? Will there be a need to develop new sources/markets? Do you envision any problems in obtaining these skills in the numbers required?

Changing Staffing Levels

1.   Provide end of year total authorized and assigned strength data for your agency for each year from 1960 to present.

2.   Provide reasons for any major increases or decreases in authorized strength and assess the impact of these changes on your staffing program and mission accomplishment.

3.   Discuss any significant problems which you have faced since 1960 regarding changes in skill mix requirements and assess the impact of these changes on staffing and mission accomplishment.

INTELLIGENCE COMMUNITY INFORMATION REQUEST

PERSONNEL SECURITY

1) Personnel security procedures and timeframes

   - Copies of appropriate portions of personnel or procedures manuals pertaining to security clearances (initial and reinvestigation).

   - Breakdown of time it takes to complete the process, broken down by major components of the process, if possible.

2) Impact of security investigation on agency selection process.

   - Statistics on those not hired (1985 - 87) because they do not meet security requirements.

   - Data on numbers who withdrew their employment application during the security review process (1985 - 87). Of this number, how many cited some aspect of the security process -- i.e. length of time, intrusive nature of investigation -- as the reason for withdrawing.

3) Extent of impact of security process on lifestyle/family issues.

   - Number of staff who cite as their reason for leaving some aspect of the security requirements -- i.e. reinvestigation, family travel limitations, etc. (1985 - 1987)

4) Impact of involuntary staff separations on agency security.

   - Number of staff removed per year, reasons for removal (broadly categorized), and security clearance level of those removed for 1985 - 87.

   - Agency policies on assessing the level/type of classified information removed staff have, and whether there is a risk that removed staff will act against the national security interest.

   Examples of alternatives other than removal -- for those employees deemed a security risk if separated -- and extent to which agencies use these alternatives.

5) Views on usefulness of polygraphy examination as a security tool.

   - Agency suggestions on background literature.

   - Agency views on using the polygraph as a screening device, and rationale on when it is used in the clearance process.

INTELLIGENCE COMMUNITY INFORMATION REQUEST

WORKFORCE OF THE FUTURE

Unlike the other areas, an analysis of the U.S. workforce of the future will largely involve data generated outside the intelligence agencies. However, before beginning outside data gathering, it will be useful to have material the agencies have on the following subjects, or any suggestions as to information sources.

1) Likely skill shortages

2) Changes to staffing patterns due to advancements in information technology or other reasons

3) Continued availability of current hiring sources (i.e. U.S. universities, former military, etc.)

4) Changes in the composition of U.S. university graduating classes.

REPORTS REQUESTED BY MAY 25.

INTELLIGENCE COMMUNITY INFORMATION REQUEST

FUTURE MISSION OF IC AGENCIES

1)   Review approved fiscal year 1984-1988 budgets and identify new
intelligence initiatives. For each initiative listed, indicate
projected start up date and the outyear staffing and skill level
implications of .the initiative.

2)   Provide a listing of current long range mission documents.

3)   Specify the current status of the Inman-directed "Intelligence
Capabilities 1985-1990" study and the "National Foreign
Intelligence Strategy."

REPORT REQUESTED BY MAY 25.

INTELLIGENCE COMMUNITY INFORMATION REQUEST

UNIQUENESS CRITERIA

This portion of the Panel's work is geared to assessing the criteria that have been the basis for granting special personnel authorities to the intelligence agencies, and determining whether these criteria and authorities will be sufficient for developing human resource management systems for the next decade.

To begin this effort, we would like each intelligence agency to list the criteria on which special personnel authorities have been based. This list should include criteria cited by either the executive, legislative or judicial branches, and would include that cited in:

- Executive Orders

- Authorization legislation

- Appropriation legislation

- Judicial rulings.

Most useful to the Panel will be a narrative, with the list appended, which looks behind the specific citations to the legislative history or majority/minority opinions in court cases. What was the rationale for giving an intelligence agency greater flexibility (or whatever) than is embodied in the standard civil service system?

After examining the narrative, the Panel may ask for a few specific examples of how different criteria have been applied. They will not want an exhaustive list, and this may be achieved through project staff interviews with agency staff, rather than a formal request.